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ABSTRACT

The Outward Bound Trust was formed in 1946 in Wales and assumed responsibility for the only school of its type then existing, namely, the Outward Bound Sea School. The Trust has grown to be responsible for five boys' schools and one girls' school in the United Kingdom and for giving help and advice to 18 schools overseas. Stock of what the trust is doing and of the effect on those who attend its courses is taken. Earlier researches are discussed, and pilot studies are examined. Also, follow-up studies are analyzed. Tables are included and conclusions listed. (CK)

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OUTWARD BOUND

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Students of Outward Bound Schools in Great Britain
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I. THE RESEARCH PROJECT

1. The Memorandum of Research

When the Outward Bound Trust was formed in 1946, it assumed responsibility for the only School of its type then existing, namely the Outward Bound Sea School at Aberdovey in Wales. In the 21 years that have elapsed since, the Trust has grown to the point where it is now responsible for five boys' Schools and one girls' School in the United Kingdom, and for giving help and advice to eighteen Schools overseas.

By 1967 it was felt that the time had come to take stock of what the Trust was doing and of the effect on those who attend its courses. A large pool of experience exists upon which to draw, from differing sites and differing interpretations of the Outward Bound concept, by differing personalities. It is also recognised that times have changed significantly during the development period, entailing a corresponding need to consider whether the work of the Trust needs further adaptation.

Another motive behind the idea of a stocktaking exercise was the knowledge that the Trust is in process of embarking on entirely new ways of presenting established principles and is considering quite dramatic experiments to widen the sphere within which Outward Bound operates. Two examples may be given to illustrate this point taken from a memorandum of the Outward Bound Trust to the Joseph Rowntree Memorial Trust

(a) "In July 1967 a Course known as CITY CHALLENGE was arranged in Leeds, in co-operation with the Leeds City Council, the staff being drawn from Outward Bound and the Local Authority. Whilst there was an element of the traditional outdoor activities such as rock climbing and canoeing, the main opportunity for challenge took the form of participation in a series of social service activities. These

"included helping in the Casualty Ward at the hospital and in the Salvation Army hostel for 'down and outs'; assisting with immigrant children during the morning break; cleaning out insanitary, occupied dwellings, some of whose occupants had refused access to the Welfare authorities; building an 'adventure' playground in a new housing estate; redecorating old peoples' houses, and training for Civil Defence. The impact is quite outstanding, and three further demonstrations of the possibilities of Outward Bound in an urban context have been planned.

(b) There are certain times of the year, notably May, when, for various reasons, it is difficult to fill all the Schools completely. It has therefore been decided to designate one School each year to run a new and experimental Course at that time, on the assumption that the capacity of the other Schools will be sufficient to cope with the demand for the normal training. Such experiments may take the form of a Course, possibly shortened, for spastics, to which would be invited normal boys who have already taken a Course, and who might be attracted to the idea of giving the additional help that would obviously be needed. Other possibilities include the running of a special type of Course in collaboration with a Local Education authority; and others are Courses for adults anxious to become proficient in one or other form of adventure training, or for Executives from organisations that sponsor students to standard Outward Bound courses."

It was felt that the review of Outward Bound fell broadly into two spheres which, though capable of separation, are nevertheless linked. Firstly, there is the way in which Outward Bound training is applied, and secondly, there is the effect of that training on those who attend Courses, with special reference to its relevance to education and industrial training. To do justice to the first part, an assessor

would need to have considerable knowledge of what Outward Bound is all about before he can effectively assess the merits of differing practices; yet he must be sufficiently independent to ensure proper objectivity. With these considerations in mind, Mr. Martin Hardcastle, who had recently retired from the staff of Clifton College, Bristol, accepted the assignment to review the practice at each School, and for that purpose to spend most of his time at the Schools. He has been linked with the Bristol Outward Bound Association, and is a Director of the Devon Outward Bound School, from which Board he resigned whilst carrying out this assignment.

With regard to the second aspect, Professor Basil Fletcher and the University of Bristol agreed to undertake this aspect of the review. It was envisaged that the following tentative programme might prove effective for carrying out that work during the session 1968-9.

Phase 1: Studying the literature relating to the work of the Trust, and of written criticism of its work;

Phase 2: Becoming acquainted with all Schools in the United Kingdom in co-operation with Mr. Hardcastle;

Phase 3: Surveying organisations which have sponsored students in order to select individuals, and perhaps groups, from whom information should be sought;

Phase 4: Designing letters to be sent, to a wide range of past students, and to a wide range of sponsors of students. After analysis of the replies, following up this exercise by interviews or discussions;

Phase 5: Convening a Conference of those concerned with the research project.

In the event, the programme of research proposed was followed quite closely, except that the first three phases of the research

were undertaken at the same time and not in succession. The fourth phase was necessarily the most time-consuming, but it left time for the calling of a research conference and then for the writing of the Report.

During all the phases of the research, help was most generously given by colleagues who were members of the Institute Research Unit and the Research Fellow is greatly in their debt for much constructive criticism of draft papers. In a more formal way the Research Fellow was able to consult a research Steering Committee called the Advisory Committee, which, from the beginning, worked under the Chairmanship of Mr. John Lang, Senior Lecturer in the Institute of Education. The work of this Committee is described in the next section of the Report, since this indicates the general progress of the research throughout the year 1968/9. The Research Fellow also wishes to express his gratitude to the members of this Committee for their guidance during the year of the research and for the many constructive suggestions which they made.

During the academic session of 1968-9 it was not possible to complete more than that part of the research which was designed to measure, if possible, the influence of Outward Bound courses of training on their students and that in no more than broad and general terms. Neither the time nor the resources were available to make possible in addition a careful evaluative study of the educational aims, philosophy and methods of the schools, nor for a similar study to be made of their work in relation to industrial training and the nature of modern society. However, as the follow-up study proceeded, any educational or sociological implications were noted and these are described in what might be regarded as a Part II of this Report, which is to be published later. Part I, the follow-up study, was concerned only with results and not with aims so, in this work, it was possible for the Research Fellow to try to be quite objective. In Part II no such attempt was made since value judgments are necessarily personal and subjective.

2. The Research Advisory Committee

A Research Advisory Committee was set up with the following membership. Chairman, J.G. Lang, Senior Lecturer in the Institute of Education, J.C.G. Burton, Senior Lecturer in the Department of Extra-Mural Studies, J. Taylor, Research Fellow in the Institute of Education, M.E. Hardcastle, Director of the Devon Outward Bound School, J.B. Steadman Chairman of the Duke of Edinburgh Award Bristol Committee and M. Anson, an industrialist and sponsor of students to Outward Bound Schools.

In the early meetings of the Committee the problems posed by a scheme for the follow-up of the careers of ex-Outward Bound School students were discussed. It was realised that two major difficulties would have to be overcome. These were:-

(a) Outward Bound Courses are short and the influence of a Course on a student cannot be easily disentangled from the successive impacts of many influences coming from his work, his home, his friends and many others. The ideal method to use in a situation of this kind is to repeat all follow-up studies of a group of Outward Bound students with a carefully matched control group, exposed, if possible, to exactly the same or very similar environmental forces as the group under study. The control group method can be used with a degree of error that can be estimated in cases where the group studied is fairly homogeneous and lives, during the follow-up period, in an environment that is identical or very similar for all of its members. Thus the follow-up study of the influence of courses of training for primary school teachers, who proceed to work in primary schools, is one in which a control group can be used. But the basis on which students are recruited for Outward Bound courses is deliberately one which results in a student group with the widest differences of background possible. Students come, in fact, from schools, from the armed forces, the police, the fire service, heavy industry,

Banking, Approved Schools and so on. In addition, the age bracket of students, 16 to 21, is a time of life when young people are rapidly changing their environment - from school to university or apprenticeship and from home to lodgings - and experiencing important changes of personality as well.

(b) If the first difficulty, set out above, is overcome, a second difficulty presents itself, which, like the first, is not easy to resolve. This concerns the decision as to the time-period over which a follow-up study is best carried out. If the influence of the course is strong, it will be persistent and only show itself over a period of years. Yet the further we get away from the point of the conclusion of a course, the less reliable will be the memory of ex-students and, if a postal method of follow-up is used, the smaller will be the percentage of replies received to letters or questionnaires. Yet this percentage cannot be allowed to fall too low or else a sample study, however randomly selected, may not be typical of the larger group which the sample is intended to represent.

These and other difficulties were discussed by the Advisory Committee and it was agreed:-

(c) That some of the questions raised in (a) and (b) above could only be answered after one or two pilot follow-up studies had been made with small groups of students - and

(d) that for reasons of limited time and financial resources the control group method of study must be ruled out as impracticable; and for this reason the pilot studies made should also be used so as to define a limited number of areas of study and then statistics relating to these areas should be collected by a variety of different methods, so that those close agreements could be seen which might confer reliability on figures representing the average of several results obtained in different ways.

It was with these considerations in mind that the Research Fellow planned a series of visits of about a week to all six of the Outward Bound Schools. At each School long talks with the Warden took place, rather shorter talks with the Chief Instructor, all Instructors who had taken part as students in an Outward Bound Course and with other Instructors, Matrons, etc. The visits were timed to come wherever possible towards the end of a course so that informal talks with students about their impressions of the course could give useful information at the same time as the activities of the course were being studied, i.e. such talks took place while students were waiting their turn on a climb or to a phase of swimming instruction etc. In this way about three quarters of all staff members were interviewed and about half the total number of students.

The visit to the Moray School was of particular importance in relation to a follow-up study since it was to a special 'Extension Course' for former students of the Moray School. The Research Fellow was able to interview all the members of the Course and to discuss with them their experiences in their initial course and their own views of the influence it had had on them over the years that followed it.

3. The Background to the Research

Some knowledge of the work of the Outward Bound Schools is fairly widely spread in Great Britain although this is often incomplete, for two reasons; in the first place the work of the schools is complex and each School is given great freedom to develop its own curriculum within a general pattern so the work does vary somewhat from school to school; and in the second place the phrase 'Outward Bound' has passed so much into the currency of educational speech that it has from time to time been used to describe a kind of education or training that may bear some or much resemblance to that provided in the six Schools but which in fact differs appreciably from it. In spite of the existence of this wide general appreciation of the work of the Schools the research described in this Report should be read against the background of three other publications which describe the work of the Schools and which should be referred to by those reading this Report. These are as follows:-

1. Outward Bound - (London: Routledge and Kegan Paul, 1957) edited by David James.
   This book gives a very comprehensive picture of the work and growth of the Schools over the period from 1941 to 1957. The thirteen chapters of the book are contributed by the men and women who were most closely involved with the work of the Outward Bound Trust during these years.
2. Impelled into Experience - (London: Educational Productions Ltd, 1969) by J. Hogan, the Deputy Director of Education in the West Riding of Yorkshire. Mr. Hogan was the first Warden of the first Outward Bound Sea School at Aberdovey in Wales. In his book he describes in a vivid personal way the development of those ideas which produced the first School and then of their modification in the light of experience during the early years of practice, first in his own School, and then in

later Schools. He brings the story of the work of the Schools given in the book by D. James up to 1969, by which time one School had expanded to six and an annual capacity had grown from some 1,200 boys to 5,000 boys and nearly 1,000 girls.

3. Report On Outward Bound (London: Outward Bound Trust, 1969) by Martin Hardcastle. This is the report of the research mentioned on page 3 and includes the most recent written description of the work, the life and the development of the Schools. (Copies of the Report can be obtained on application to the Outward Bound Trust, Iddesleigh House, Caxton Street, London, S.W.1.)

II. EARLIER RESEARCHES

4. The Tosswill Follow-up Study

Mr. Richard Tosswill of the Distington Engineering Co. Ltd., Workington, Cumberland was in 1964 a full-time Instructor at the Eskdale Mountain School, Cumberland, in which capacity he had particular responsibility in consecutive courses for some ninety students. In 1966 he circulated to all of these a questionnaire with a personal note to explain that their answers might influence the shape of courses in the future.

Mr. Tosswill received replies from 60 students, or two-thirds, which is quite a good proportion in the light of the fact that many of these young men had changed address or even left the country.

The questionnaire asked for written replies of unlimited length and whilst some replied very briefly others answered very fully. The replies were, therefore, difficult to analyse and summarise and the ambiguity in some questions added to this difficulty.

The chief value of this follow-up study is the help it gives to the formulator of another similar enquiry. The replies to the questionnaire were therefore analysed by the Research Fellow and the results are set out in a form that makes it possible to compare them with the results of a similar questionnaire sent out to ex-students of the Devon Outward Bound School in 1969, and reported under paragraph 8 below.

Table I

(1) Aspects of the course that were most liked

Percentages for a first choice -

A new skill such as climbing learnt or improved	30
Companionship of others of the same age in a boarding school	20
The natural beauty of the setting and region	15
Appreciation of team-work	10
Satisfaction in challenge overcome	7
Help given by Instructors to individuals	3
All aspects equally liked or no reply	15
All choices	100

Table II

(2) Aspects of the course disliked

Percentages for a first choice -

Walking (especially in wet weather)	7
The Ropes course	3
Dormitory tidiness	1
Public Speaking	1
Nothing disliked or no significant reply	88
All choices	100

(3) Organisations, clubs or societies joined since having the course

The question did not ask if these actions were mainly influenced by attendance at the Outward Bound Course, but 32% had joined organisations subsequently and as this is higher than might be expected, it may be guessed that O.B. Courses did have an influence in this direction. The truth of this can be tested in a later study.

Table III

(4) Outdoor Activities begun on the course which have since been followed-up

Percentages reporting a specific follow-up -

Walking	30
Climbing	8
Canoeing	8
Various other	1
Total follow-up	47

Table IV

(5) Students' self-perceived change of attitude

Percentages reporting one specific change or more

More self-confident	83
More tolerant	40
More mature	8
More patient	5
Less selfish	5

There was a specific inquiry about self-confidence and nothing specific about the other virtues, so it could be misleading to compare these percentages with each other but clearly there is a large gain in a sense of self-confidence.

Table V

(6) Changes in attitudes noted by parents, relatives, friends or employers

Percentages reporting one or more changes -

More self-confident	23
More initiative	3
More unselfish	3
More tolerant	2

The same qualification must be applied to these replies as to those for 5 above, but the figures show that the largest observed change in attitude was in self-confidence.

Table VI

(7) Change of attitude in relation to work

Percentages reporting a single change -

A radical change of outlook generally leading to a change of job	5
A new desire for advancement	5
Some slight change in attitude generally in the sense of greater responsibility	30
No change at all	60
All reporting	100

Table VII

(8) Change of attitude towards religion

Percentages of church attendance -

Regular church attenders were	10
Those who attended occasionally	45
Those who never attended	45
All reporting	100

Table VIII

Percentages reporting a single change -

More respect for religion after course	18
Less religious narrowness	2
No influence or change	80
All reporting	100

Table IX

(9) The desire to attend a follow-up Senior Course

Percentages reporting -

A strongly expressed desire to do so	20
A desire to do so	60
A degree of doubt	10
No desire to do so	10
All reporting	100

(10) General Comments

The results of this questionnaire, accepting its limitations, give a strong degree of support to the efficacy of the Outward Bound courses.

The aim of the Schools is only incidentally to give a training in outdoor skills, but it is not surprising that students rate this aspect of the work highly since it is the obvious one, whilst character development is a much more subtle one. Perhaps the most surprising result is that 88% of the ex-students found nothing to dislike in the courses.

The degree to which work done is followed up after leaving a single short course of a month is also surprising - 47% who follow up activities begun and 32% who join new organisations.

As far as character development is concerned both students and observers agree that self-confidence is the quality most developed.

The statistics on religious observance are a commentary on our secular age, but the fact that 18% of the 90% non-observers of religion left with a greater respect for religion implies that the simple Christian services in the course have a value.

The clearest appreciation of the courses may be deduced from the figure of 80% of students who would like to attend a second or extension course.

5. The Strutt Follow-up Study

The aim of this research by Miss B.E. Strutt of the Department of Physical Education of the University of Manchester was to investigate the influence of Outward Bound training on the personality of girls. This was to be realised by assessing the personalities of a group of girls who subsequently attended an Outward Bound course; and then, after an interval of approximately eighteen months, to repeat the assessment and to compare the results of the two assessments. In addition the results were compared with those obtained from a control group of girls as closely matched as possible with the Outward Bound group.

In speaking of her sampling technique Miss Strutt wrote:-

"My intention had been to get 100 pairs of girls, and allowing for the fact that some were bound to be 'lost' between the first and second assessments, I aimed at getting 125 pairs. However, as firms send so few girls in a year to these courses, visiting firms to administer the first tests took longer than I had expected and when the time came to start re-testing the first pairs at the end of the eighteen months' period I had only 96 pairs. It was too difficult to arrange to see new pairs and do the results and I had to be satisfied with this number. Of the 96 pairs, 10 pairs were 'lost' because 10 girls from either the Outward Bound or control group, for various reasons, were ineligible to continue, which automatically put their partners out of the investigation."

The most important measuring technique used by Miss Strutt was the Sixteen Personality Factor Questionnaire, Forms A and B of Cattell, Saunders and Stice (1957), of the Institute of Personality and Ability Testing, Illinois. Each form has 187 questions which means nearly 400 questions in all to cover sixteen factors of personality. The questionnaire had been used with success, particularly in the U.S.A., in vocational guidance work, where its validity and reliability had been fully tested, but it does imply the acceptance of a theoretical analysis of personality which would not be given by many psychologists.

Miss Strutt summarised the results of her investigation as follows:-

(i) "At the first assessement of personality, the girls in both groups tended to be immature and unsure of themselves.

(ii) At the second assessment, the Outward Bound girls had become more stable and this change was significant at the one per cent level. They were also less aggressive, livelier, less sensitive, more liberal and less conventional and they thought that they were more confident and more dependable, both changes significant at the five per cent level; less tense, more critical, more independent and more sophisticated. The sponsors also considered them to be less reserved and less sensitive, both changes significant at the five per cent level.

(iii) Compared with the Control Group girls the Outward Bound girls had become relatively more stable, more dependable, more critical, livelier, more independent, less sensitive, less conventional, they have fewer super-ego beliefs and from the Self Ratings considered themselves to be more liberal and much more confident than the Control Group girls.

(iv) More Outward Bound girls were still working for the same employer after eighteen months and more had achieved promotion than their Control Group partners."

As the summary indicates, Miss Strutt secured the views of the students' sponsors on personality changes observed, during the eighteen months interval, for members of both the sample and the control groups; and she also asked the students to assess their own personality changes. The responses of both sponsors and students supported the conclusions set out in the summary of research quoted above under the headings (i) to (iv). This additional evidence from students and sponsors is important because many psychologists would have reservations about using a Personality Test such as the Cattell 16 P.F. Test since its validity rests upon psychological theories of the

nature of personality which they would feel are open to question.

The results of this research are, however, sufficiently impressive to justify another research of the same kind, carried out with a sample from one of the Outward Bound Schools for boys.

The 'control group' method of study was not possible for the Research Fellow in the period of months available to him for field work but Miss Strutt's research encouraged him to design a small research of this kind with a group of 75 boys at the Devon School, using exactly the same Cattell 16 P.F. test as was used by Miss Strutt.

This pilot experiment is described in paragraph 11 below.

III. PILOT STUDIES

6. Follow-up Study of Students at the Moray School

The Warden of the Moray School organised an Extension Course for past students of the School in September and October 1968. The students were recruited as a result of a personal selection by the Warden from past courses at the School and he chose those who had shown promise during the course or who, in his opinion, would benefit from a Refresher Course. Letters were sent to the original sponsors of the students asking them to sponsor these selected men for a second time. Those who did so (and in the event forty students received sponsorship) must have regarded them as men of considerable promise. This group of forty attending the Extension Course for two weeks were a highly selected group so that the results of this study must not be regarded as more than evidence of the influence of courses on the very good student.

Table X

Distribution of sponsors to men on the Extension Course.

Industry	21
Commerce	3
Local Education Authorities	5
The Army	1
The Police	3
The Fire Service	1
Outward Bound Associations	2
Parents	4
All sponsors	40

The Research Fellow interviewed all the members of the Extension Course and talked about the nature of the Standard Course to them. As a result of this work it was possible to work out a modification of the Tosswill type of questionnaire and then to obtain the views of this selected group of forty students by interview. These views are set out below in terms of percentages of the total group.

(i) A comparison of students' responses to invitations to attend (a) the original Standard Course and (b) the Extension Course in 1968 gave the following results:-

Table XI

Students responses to invitations in percentages

	On the Standard Course	On the Extension Course
Those Invited who Accepted Eagerly	70	100
Those Asked to go and Agreed	28	Nil
Those Pressed to go by Sponsors	2	Nil
All Invited	100	100

(ii) All of the students stated at the end of the Course that they would like to be invited to a third Outward Bound Course and this is a measure of the enthusiasm they displayed during the whole of the Course.

(iii) 98% of students said that they thought the effects and influence of the original Standard Course would last for the rest of their life; only 2% thought the influence could be measured in terms of years; and none at all thought the influence was for a few months only. For all except two the original Course had clearly been a critical experience of great value. These figures are higher than those obtained in subsequent inquiries but reflect the enthusiasm of this selected group and also its selective character.

(iv) When students were asked to describe the influence of a Standard Course in terms of character development their replies made it plain that there were

four major forms of influence. The one most frequently mentioned was a considerable increase in self-confidence, indeed 80% spoke of this as the most important influence. A slightly smaller percentage (70%) spoke of their increased ability to mix with others, to engage more happily in team work, or to understand better the point of view of individuals with a different outlook from their own. Two other qualities of character were also frequently mentioned and these were an increased ability to initiate action or to embark on new lines of thought or experience and an acceleration of the growing up process of adolescence during the Course especially as this was shown in terms of the ability to accept responsibility.

(v) When the nature of the Standard Course was discussed in detail it slowly became clear that students' assessments of its value could be set out under the ten categories given below:-

a) The development of physical fitness and feeling of physical euphoria.

b) The learning of a new outdoor skill, such as climbing, or the improvement of a skill already partly learnt.

c) The overcoming of challenges or hazards and the facing and mastery of difficulties and problems.

d) The benefit from the discipline of the voluntarily accepted Training Conditions of no smoking or drinking.

e) The ability to work as a member of a team.

f) The ability to mix happily with all sorts of companions

g) The increased sense of the needs of individuals, especially as realised through rescue activities and community service.

h) The individual help and supervision given by Instructors.

i) The enjoyment of the countryside and appreciation of its beauty.

j) The mental development following from work done in discussions, projects and other intellectual or cultural pursuits.

The pilot experiment at Moray yielded its maximum value in the emergence of this ten-fold way of determining the value of a course for a particular individual. All subsequent inquiries confirmed that this was both a sufficient and an exhaustive analysis of course influence. The ten definitions given above, shortened somewhat, were therefore used in all subsequent interviews and questionnaires.

7. Follow-up Study of Students at the Rhowniar School

The Research Fellow was invited by the Warden to attend at the first Outward Bound course for men and women ever held, which took place at the Rhowniar School in January 1969. Fifty-seven students attended the course in the broad age range of from 16 to 20 years. The number of men and women was very nearly equal. Six groups of mixed sex were organised and since nearly all activities were by groups, there was no segregation of the sexes for different activities except where this was necessary for reasons outside the control of the Warden (e.g. use of an outside swimming pool).

At the end of the course the Research Fellow was able to interview the students and as an analysis of the Tosswill Follow-up questionnaire had just been made, he used this as a basis for the study of students' reactions to the course in comparison with the reactions of students on a single-sex course. The figures and comparisons are set out below:-

Table XII

(1) Aspects of the course most liked

Percentages for a first choice -

	Tosswill	Rhowniar
A new outdoor skill learnt	30	19
Companionship of others	20	20
Natural beauty of the countryside	15	15
Team-work	10	18
Hazards and difficulties overcome	7	12
Individual help given by Instructors	3	16
All aspects liked equally	15	Nil
All reporting	100	100

Table XIII

(2) Changes in attitude produced by the Course

Percentages reporting one or more change -

	Tosswill	Rhowniar
More self-confident	83	70
More tolerant	40	50
More mature	8	10

Table XIV

(3) Desire to attend an Extension Course

Yes	80	90
Doubtful	10	10
No	10	Nil
All choices	100	100

As a draft existed of the pilot questionnaire to be used later at the Devon School, questions suitable to students just completing a course were also used from this questionnaire and the replies are given below for students at Rhowniar.

Table XV

(4) Recruitment

Percentages reporting response to invitation -

Eagerly accepted an invitation to attend	64
Accepted an invitation	30
Pressed to come by sponsors	6
All reporting	100

Table XVI

(5) Briefing

Percentages reporting views on briefing -

Insufficiently briefed	80
Adequately briefed	12
Excellently briefed	8
All reporting	100

(6) Aspects of the Course

Students were asked to assess the importance to them personally of ten aspects of the course on a four point scale. The percentages given A or B assessments are given below.

A comparison with the Tosswill figures cannot be made for these percentages, since the questions were not identical; however the later figures derived from the questionnaire sent to men students are given for purposes of rough comparison.

Table XVII

Aspects of the Course

Percentages giving A or B ratings -

	Mixed Course	Mens' Courses
Companionship and mixing	98	67
Outdoor skills learnt or improved	90	65
Increased physical fitness	42	71
Training conditions of no smoking	80	50
Team work	75	61
Individual help from Instructors	72	57
Enjoyment of the beauty of the countryside	75	60
Mental development	65	17
Hazards and difficulties overcome	45	68
Rescue and community service	10	46

Table XVIII

(7) The Quality of the Course

Percentages giving A or B ratings -

	Mixed Course	Mens' Courses
Equipment provided	100	47
Teaching	100	76
Choice of outdoor activities	100	56
Choice of indoor activities	50	5
Morning religious services	70	10

Table XIV

(8) Estimate of the likely persistence of influence of the course

Percentages estimating influence -

	Mixed Course	Mens' Courses
In terms of months	4	5
In terms of years	16	28
For life	80	67
All estimating	100	100

It is not fair to compare the views of students just at the close of a mixed course at Rhowniar with the views of men students after an interval of two years, nevertheless the striking contrasts between these two different appreciations of two very different courses are worthy of note.

8. Follow-up of the Students at the Devon School

In close co-operation with the Warden of the Devon School, questionnaires were prepared to be sent to a sample of the students who had attended courses during 1968 and to those individuals and organisations which had sponsored their attendance during the year. The main aim of this pilot study was to test the form of the questionnaire so that it could be modified for use later with a much larger number of students. It was also desired to gain experience in the analysis of the answers to both questionnaires.

A ten per cent sample of the 1968 group of students was taken as being sufficiently large for the results to be regarded as representative of the total.

In order that a pilot study might be made of the influence of the courses on different types of individual, the sampling was not a random one for two groups of students, i.e. for

(a) Students selected by the Warden as being typical of the best students of the year

(b) Students selected by the Warden as being typical of the worst students of the year or even complete failures.

To these two selected groups was added those selected at random whose sponsorship indicated a likely degree of similarity in background and experience. These were

(c) Those sent by the Home Office

(d) Those seconded by Army, Navy or Air Force

(e) Those seconded by the Police or the Fire Service

(f) Those sponsored by Industry

(g) Those sponsored by Banking and Commerce

(h) Those sponsored by Parents, Schools, L.E.As or Private Associatons.

There were ten students in each group so that the total sample was of 80 students representative of a group of approximately 800.

The questionnaires were despatched in February 1969 and most replies had been received by the end of March. There were 61 sponsors of the 80 students and 50, or 82%, of these replied, whilst of the students 58, or 72%, replied. These percentages are high for the returns to a questionnaire study, since most questionnaires yield only a 60% return or even less.

The total figures for replies to the two questionnaires, expressed as percentages, were as set out below. In the cases of paragraphs 4, 5, and 7 the percentages are overlapping and do not total 100%.

Questionnaire to Sponsors

Table XV

1. Objectives in sponsoring students

Percentages giving main objectives as -

General character development	44
To improve team work	36
To improve powers of leadership	16
To lead to increased maturity	4
All reporting	100

Table XVI

2. Briefing of students before going on the Course

Percentages estimating briefing as-

Good	45
Adequate	39
Insufficient	16
All reporting	100

Table XVII

3. Success of the Course

Percentages estimating success as -

Extremely successful	56
Successful	40
Unsuccessful	4
All reporting	100

Table XVIII

4. Follow-up of the Course

Percentages of students who had -

left their place of employment	2
received promotion	18
been given work of greater responsibility	24
All reporting change	44

Table XIX

5. Character Development

Percentages of observed changes by sponsors -

Increased self-confidence	46
Increased ability to mix easily	42
Increased sense of responsibility	40
A general growth in maturity	56

6. Willingness to sponsor students to an Extension Course

23% expressed willingness to find fees for an Extension Course.

Table XX

7. Views on new experimental types of Courses

Percentages of sponsors supporting -

Mixed Courses for boys and girls	22
Shortening the Standard Course	32
Courses in Europe	35
Courses of the City Challenge type	53

Table XXI

8. Persistence of influence of the Courses

Percentages of sponsors who thought the influence -

Lasted for ever	36
Lasted in terms of years	30
Lasted in terms of months	8
Was not known	26
All reporting	100

Questionnaire to Students

Table XXII

Previous experience of students.

Percentages reporting that they -

Had had or were following a full secondary school education	15
Had been moderately active in outdoor pursuits before arrival	40
Had been very active in outdoor pursuits before arrival	24
Had had little experience of outdoor pursuits before arrival	36
All reporting on outdoor pursuits	100

Table XXIII

1. Recruitment

Percentages of students reporting -

A request to be sponsored for the Course	12
An invitation eagerly accepted	51
An invitation accepted without question	30
Some pressure by sponsors	7
All reporting	100

2. Briefing

80% thought they had been inadequately briefed.

Table XXIV

3. Aspects of the Course

Students were asked to evaluate on a four point scale ten aspects of the Course in terms of their importance to them personally.

Percentages giving A or B assessments to -

Enjoyment of the countryside	74
Training conditions of no smoking, etc.	71
Ability to work well in a Team	70
Individual help given by Instructors	68
Ability to mix well	62
Facing of risks and difficulties	61
Learning of Outdoor Skills	60
Participation in rescue and community service	59
Mental work indoors and cultural activities	47

Table XXV

4. Assessment of the Qualities of the Course

Percentages giving A or B assessments on a 4 point scale to -

Equipment provided	71
Teaching	84
Outdoor Activities	69
Indoor Activities	20
Religious Services	48
Individual Supervision	71
Risks and Difficulties overcome	71

Table XXVI

5. Character Development

Percentages giving A or B assessments on a 4 point scale to -

Increased Self-Confidence	93
Increased Initiative	82
Ability in Team Work	80
General growth in Maturity	86

Table XXVII

6. Follow-up Activities or Interests developed during the Course

Percentages reporting follow-up in -

A chosen Outdoor Activity	45
Membership of a Youth Club or Organisation	27
A new opportunity for Community Service	24
Leisure enriched	45
Promotion or a better job	27

Table XXVIII

7. Persistence of influence of Course

Percentages reporting that the influence lasted -

Forever	81
In terms of years	15
In terms of months	4
All reporting	100

Table XXIX

8. Acceptance of an invitation to attend an Extension Course

Percentages who would -

Accept such an invitation	85
Be doubtful or refuse	15
All reporting	100

Table XXX

9. Views on new experimental types of courses

Percentages supporting -

Mixed Courses for boys and girls	40
Shortening the Standard Course	15
Courses in Europe	63
Courses of the City Challenge type	41

A Comparison of the views of Sponsors and Students

(1) Sponsors are much more optimistic about the value of their briefing of students than are the students themselves.

(2) Sponsors and students are in close agreement on the general success of the Course.

(3) Sponsors detect most easily the growth in general maturity during a Course whilst the students are most aware of their increase in self-confidence.

(4) Only 23% of sponsors would be prepared to find the fees for an Extension Course but 85% of students would like to attend one.

(5) There is a close agreement between Sponsors and Students in the percentage who find a Course helpful in relation to promotion.

(6) Students are more optimistic than Sponsors about the degree of persistence of influence.

persistence of influence of the Course but both agree on a very high level of persistence.

(7) Students are more strongly opposed than Sponsors to the shortening of the Standard Course but a majority of both are opposed to it.

(8) Sponsors give a larger measure of support to courses of the City Challenge type than do students, but both support it.

Differences between the influence of a Course on the Best and the Worst Students

(i) Both groups had the same proportion (15%) completing a full Secondary School education, i.e. previous education appears not to influence ability to profit from the course.

(ii) None of the best students had been pressed to attend but a quarter of the worst students fell into this category.

(iii) All except one of the worst students claimed that they had been badly briefed.

(iv) The worst students were much less appreciative of the mental and cultural activities of the Course than the best. The same applied also to appreciation of the religious services.

(v) The greatest difference between the best and worst students occured in relation to the degree to which a Course was followed up afterwards. None of the worst students were promoted and the numbers joining Youth Clubs, giving Community Service or continuing outdoor activities was between a half and a third fewer than in the case of the best students.

(vi) The percentage of the worst students who were anxious to attend an Extension Course was much less (at 40%) than the normal percentage of 85%, but it was still surprisingly high.

(vii) All of the best students thought an Outward Bound Course would influence them for life as against only 70% for the worst students, but again this percentage, even for the worst students, is surprisingly high.

Differences between the views of groups of students with varying sponsorship

These differences were generally slight, except in the regard to the two matters listed below:-

(i) It was boys sponsored by the Home Office who were the most appreciative of the teaching and equipment of the School.

(ii) All the boys from industry and from school were unanimous in wishing to attend an Extension Course compared with the average figure of 77% for the other groups and it is consistent with this expression of view that these two groups are also unanimous in believing that the Course will influence them for life.

In addition to its value in the rephrasing of some questions and the omission of others, another value of the pilot study was in the indication it gave that a detailed analysis of the results of a study with a much larger group, in terms of the effects of the course on students of different types - good students and bad students and students from different environments - would hardly justify the time that would be required to complete it.

In addition to sending in completed questionnaires, approximately 20% sent in also shorter or longer statements about their views of Outward Bound courses.

IV. FOLLOW-UP STUDIES

The studies carried out with students from the Eskdale, Devon and Rhowniar Schools made it possible to design two questionnaires, one for students and one for their sponsors, that could be used and simply analysed for a much larger group of students.

Since questionnaire enquiries, especially when these are checked by interviews, involve the clerical staff of Schools in considerable extra work, it was decided to confine the larger random sample study to the three Schools of Ullswater, Aberdovey and Moray, which had not been used in earlier studies. A population was taken for survey of approximately 3,000 students and their sponsors. On the basis of the pilot studies and in order to get the highest proportion of replies, it was decided to take a ten per cent sample from courses followed in the middle months of 1968, so that the views expressed by these students would represent judgments made approximately a year after they had completed their Outward Bound Courses.

Replies were received from 87% of sponsors and 78% of students. These very high figures for responses to a questionnaire study must be due to the fact that in most cases letters went out over the signature of Wardens and often with a personal addition made to the standard form of letter. Approximately 10% of letters to students were returned because of change of address but there was not sufficient time available to follow-up these students. Another 10% of questionnaires were returned with a lengthy amplifying statement of views.

9. The views of Sponsors

The questionnaire to Sponsors is given in Appendix I.

The replies are given in percentage form and the figures show that in some cases the choice was one between exclusive alternatives and hence the percentages add up to 100. In the other cases there was freedom for multiple choices.

Since sponsors often spread their students over several schools there is no point in showing the figures for each of the three schools separately. The following are therefore the figures from sponsors' replies.

Table XXXI

1. Objectives in sending students on a course

Percentages giving main objective as -

General character training	88
Ability to mix well with others	46
Growth in maturity	74
Leadership qualities needed	30

Table XXXII

2. Degree of success in the attainment of Objectives

Percentages reporting -

A high degree of success	47
A moderate degree of success	51.5
Failure	1.5
All reporting	100

Table XXXIII

3. Follow-up after the course

Percentages reporting -

Students changing employment	6
Promotion influenced by the course	19
More responsibility given	33

Table XXXIV

4. Character development

Percentages reporting changes in -

Increased self-confidence	70
Greater ability to mix well	43
Increased sense of responsibility	53
Greater maturity	73

5. Willingness to sponsor students for Extension Courses

39% of sponsors were willing to send students for a second course.

TableXXXV

6. Persistence of influence of Courses

Percentages estimating influence as -

For life	55
For several years	38
For several months	7
All reporting	100

Table XXXVI

7. Views on new or experimental courses

Percentages of those who would favour -

Specialist courses	26
Courses for Executives	36
Mixed courses for men and women	16
Standard courses shorter than 26 days	33
Courses held in Europe	51
Courses of the City Challenge type	49

General Comments

There is a close agreement between the objectives of sponsors and the degree to which they report results in character development. It is probably difficult for them to estimate if promotion has been the result of attending a course or of other influences producing the qualities they look for in promotion so that 19% may be regarded as merely the best estimate that they can make. It agrees very closely with the figure of 22% given by the estimates of students.

Nearly half the sponsors would be willing to send students to Extension Courses and this seems to indicate that more of such courses should be organised. Sponsors are conservative in their attitude towards Mixed Courses for men and women, but give strong support to courses of the City Challenge type.

10. The views of students

The replies to the questionnaire (given in Appendix II), set out below, under six broad headings for 6 groups of questions, are given as percentage figures for each of the three Schools separately. It is only in Sections I, VI and VII that the choices are alternatives. In all other cases the percentage figure presents the fraction of the total number of students who answered the question in the affirmative.

Table XXXVII

Outward Bound School	School A	School B	School C	Average Percentage
I. Eagerness to attend a Course				
Very eager to come	54	63	60	58
Accepted invitation	42	30	38	38
Pressed to come	4	7	2	4
All reporting	100	100	100	100
II. Assessment of the importance of ten aspects of the Course				
The Training conditions	34	58	56	50
Sense of improved physical fitness	62	74	78	71
Facing hazards and difficulties	50	65	88	68
Learning outdoor skills	60	60	76	65
Team activities	52	60	70	61
Mixing and learning tolerance	66	50	86	67
Rescue and service activities	42	50	46	46
Individual help from Instructors	36	76	60	57
Appreciation of beauty of country	54	60	66	60
Intellectual and cultural activities	16	12	22	17

Outward Bound School	School A	School B	School C	Average Percent
III. Assessment of the quality of five aspects of the Course				
a. Equipment provided	52	40	50	47
b. Teaching	60	81	86	76
c. Outdoor pursuits	56	50	62	56
d. Indoor pursuits	8	2	6	5
e. Morning services	12	15	4	10
IV. Character changes				
a. In self-confidence	84	85	90	86
b. In initiative	76	70	72	74
c. In ability to mix well	46	75	72	64
d. In general maturity	72	85	78	78
V. Influence of the course after leaving				
a. Following up outdoor skills learnt	48	65	78	64
b. Joining Youth club or organisation	24	32	46	34
c. Finding ways of community service	14	25	40	30
d. In enrichment of leisure	60	72	76	69
e. By promotion at work	14	10	42	22
VI. Persistance of influence of Course				
a. In terms of months	10	5	nil	5
b. In terms of years	34	30	20	28
c. For ever	56	65	80	67

Outward Bound School	School A	School B	School C	Average Percentage
VII. Desire for invitation to an Extension Course				
a. Would accept	74	92	95	87
b. Doubtful	24	7	4	12
c. Would refuse	2	1	1	1
VIII. Views on new or experimental courses				
Percentages who support:-				
a. Mixed courses for men and women	48	32	38	39
b. Shorter Standard Courses	12	10	36	19
c. Courses held in Europe	86	81	92	86
d. Courses of the City Challenge type	56	20	36	37

General Comments

These average percentage figures must come very close to those that are true for all the Schools since they do not differ very much from those which emerged in the pilot studies at the Devon, Rhowniar and Eskdale schools. In addition they are supported at several points by the figures from the Sponsors replies, although sponsors and students might be expected to have very different standards of appreciation.

The low assessment for intellectual and cultural activities draws attention to the need for rethinking in this field, perhaps in such a way that work of this kind is closely integrated with the course as a whole.

As in the Pilot Studies, so in this study, very high assessments are given for the quality of teaching and for growth in self-confidence.

The degree to which these short Standard Courses are followed-up by the students themselves after leaving is also highly encouraging. The percentages of those who find avenues for community service and who join Youth Clubs or associations are also high. The growth in self-confidence is reflected in the high figure of approximately 20% for promotion at work subsequent to a student's attending the course.

The figures obtained from this sample follow-up study by a questionnaire method were checked by interviews with past students met in the course of twelve visits to the Schools. Schools encourage past students to visit them and all provide camping or hut accommodation. Some sixty students met in this way were questioned by the Research Fellow. Their reactions to their original Courses were slightly more favourable than the figures given above, but this is to be expected, since these visitors to Schools are drawn on the whole from the keenest students (one was spending his honeymoon camping in the grounds of a school!) so that it would not be useful to place these interview results side by side with the results of a random group inquiry, and they were only used to act as a rough check to the questionnaire figures.

11. Personality tests of a group of students at the Devon School

A repetition of the research of B.E. Strutt (Department of Physical Education of the University of Manchester) with girls at Rhowniar School was carried out with a group of boys at the Devon School in April 1969.

The sample was slightly smaller (75) than the sample (96) used by B.E. Strutt and, as in Miss Strutt's experiment, two assessments of personality were made at an interval apart but in the case of the men students only before and after taking the Outward Bound Course.

The Questionnaires used were also the Cattell Personality Factor Tests (1957) supplemented as in the Strutt survey by a self-rating questionnaire answered by the students. The Cattell tests have been rigorously checked for validity and reliability by many years of research in the U.S.A.

A. Comparative results, for girls and boys, of the Cattell Test

(i) As with the girls, at the first assessment, the boys tended to be immature and unsure of themselves. At the average age of the group (17.7 years) this is not surprising.

(ii) Three personality factors only were chosen for study and analysis although the boys took the test for all 16 factors in the Cattell questionnaire, i.e. Cattell's C factor i.e. Maturity and Stability
E " i.e. Self-confidence
H " i.e. Adventure and Liveliness

(iii) These three personality factors were chosen for study because they are the most closely related of Cattell's chosen sixteen to the personality change which questionnaire studies have revealed for students at Outward Bound Schools.

The C Factor, when positively present, corresponds to a personality that is emotionally mature and stable, calm, realistic, and with the absence of fatigue due to worry. When the tests are used in vocational guidance work and so validated, teachers, engineers and firemen run well above the average in the C factor whilst postmen, clerks and writers are below average.

The E factor, when positively present, corresponds to a personality that is self-assured, tough and prepared to be unconventional. It is higher in established leaders than in followers whilst groups averaging high in this factor show more effective role interaction and more democratic procedures. In vocational guidance validation this factor is high in air pilots and low in commercial secretaries.

The H factor, when positively present, corresponds to a personality that is adventurous, active and friendly. Like the C and E factors it is high in airmen and low in clerks.

(iv) Test results for character change

Table XXXVIII

Percentages who had made a gain of 5% or more

In Maturity	13
In Self-confidence	17
In Adventurousness	25
No gain	45

These results were similar to those for girls in the Strutt survey but even more positive.

Table XXXIX

B. Self-rating scales used before and after the Course

The boys were asked to give themselves a personal rating on an A, B, C, D scale for the qualities of (a) Self-confidence and (b) Co-operativeness. The results for a percentage increase by the end of the course for those who gave themselves a rating improvement were:-

In Self-confidence	1 rating improvement or more	93
	2 rating improvement or more	43
	3 rating improvement	16
In Co-operativeness	1 rating improvement or more	84
	2 rating improvement or more	37
	3 rating improvement	5

These results are all consistent with the results of the earlier surveys at the Devon School.

12. Persistence of influence study at the Moray School

The Warden of the Moray School offered, in addition to participating in the general questionnaire study of students who attended a typical course in 1960, to carry out a more comprehensive study using the same questionnaire. The period used for study was that of 1964-68 and a random sample of 280 boys was taken from the 2,800 boys who had attended courses over that period. The results were analysed by the same methods as those used in the other questionnaire studies and are set out as shown below in order to see if any trends of change could be detected over the five year period. For purposes of comparison the percentage figures for the questionnaire study with three other schools are given in the final column.

The figures are set out as percentages selected by the students given multiple choices in the same way as in the earlier surveys.

Table XXX VIII

A. Aspects of the Course of Importance to the Students

	1964/5	1965/6	1966/7	1967/8	Earlier 1960 study for three schools
1. Training Conditions	70	58	62	58	50
2. Physical fitness	76	76	64	84	74
3. Facing hazards and difficulties	74	68	72	72	68
4. Outdoor skills learnt	64	68	68	74	62
5. Team experience	62	56	64	74	61
6. Service and Community Service	60	50	46	62	46
7. Individual help by instructors	62	62	52	54	57
8. Ability to mix well	62	62	72	62	67
9. Enjoyment of the countryside	62	58	76	62	54
10. Intellectual and cultural work	22	44	38	38	17

The only clear trends shown in these figures are for 5 and 9 where there are increases and for 7 where there is a decrease. It is not possible to interpret these trends with certainty since they may be due either to (a) a developing balance of emphasis in the aims of the school or (b) changes in

the outlook of the group of students from year to year or (c) changes in the standards of value of students as they reflect on their Outward Bound Courses over a period of 5, 4, 3, 2 or 1 year; or in some unknown combination of these factors.

This inquiry must therefore be regarded as only a pilot research, giving no significant results itself, but indicating the need for a much more sophisticated inquiry

Table XXX 14

A. Quality of the Course

	1964/5	1965/6	1966/7	1967/8	Earlier 1968 study
1. Equipment	57	60	48	66	47
2. Teaching	88	78	86	76	76
3. Outdoor pursuits	80	66	60	62	56
4. Indoor pursuits	11	4	6	18	5
5. Religious observance	3	24	18	18	10

The only clear trend detected in these figures is the increasing assessment given to the arrangements for religious observance. The other outstanding figure is the steadily high rating given to the quality of teaching at the School.

Table XX 15

C. Character changes

	1964/5	1965/6	1966/7	1967/8	Earlier 1968 study
1. Increased self-confidence	88	86	80	78	89
2. Greater initiative	80	58	60	78	69
3. Improved ability to mix well	60	48	70	66	64
4. Growth in maturity	80	71	80	70	78

This group of figures shows the same lack of clear trend as in the case with the other groups. All record high estimates of the amount of character change, particularly in increased self-confidence.

Table XLI

D. Follow-up after leaving the Course

	1964/5	1965/6	1966/7	1967/8	Earlier 1968 study
1. Continuation of outdoor pursuits	70	56	68	52	64
2. Youth clubs or associations joined	34	48	30	24	34
3. Community service or rescue work	34	36	32	44	30
4. Enriched leisure	65	52	64	72	69
5. Promotion at work	51	46	36	16	22

The steady fall in the figures for promotion from 51% to the 1968 figure of approximately 20% is entirely consistent with the fact that the further away from the course in time the larger will be the number of actual promotions; but the figure of 20% must be taken as more reliable than 50% for promotions in which the influence of the course has played a large part.

Table XLII

E. Persistence of influence of the Course

	1964/5	1965/6	1966/7	1967/8	Earlier 1968 study
1. A few months	4	10	4	6	5
2. A few years	30	26	26	14	28
3. For life	60	64	70	78	67

Views on the persistence of influence of the course are very stable over the years.

Table XLIII

F. Desire to attend a Outward Course

	1964/5	1965/6	1966/7	1967/8	Earlier 1968 study
1. Yes	80	86	84	84	84
2. Doubtful	20	10	16	16	16
3. No	0	4	0	0	0

These figures, like those for E above remain surprisingly constant over the years.

The figures given above, in all the sections, agree well with the results of the questionnaire inquiry sent to students at the Aberdovey, Eskdalemuir and Devon Schools.

13. A study of groups at Moray

To supplement the views given by individual students, group reactions to a single course were studied by the Warden and staff of the Moray School.

(i) Nine aspects of the course were chosen for survey and each student was asked to give a comparative rating to each of the nine Activities and to each of the four Advantages of the course.

(ii) Ratings for the nine Activities were asked in relation to:

a) the Importance of the activity to the development of the individual

b) the actual Enjoyment of the activity by the individual on the course.

(iii) The Advantages of the course all fell under one of the four headings viz:-

a) Increase of Self-Confidence

b) Increased ability to mix and to work as a member of a team

c) Increased physical well-being

d) Increased general maturity

(iv) Studies were made of the views of each of the seven Watches or groups of 11 or 12, viz:

Churchill, Drake, Duncan, Hawkins, Nasmith, Shackleton and Scott.

(v) The views of students in groups

Ratings given by the Seven Watches for Importance and Enjoyment separately.

Maximum ratings are placed in boxes.

Table XLIV

Activities	Churchill	Drake	Duncan	Hawkins	Nasmith	Shackleton	Scott	Total Rating	Order of Preference	
1. Seamanship	74	[103]	[107]	85	76	59	74	578	2nd	Enjoyment
	75	80	92	63	56	41	70	477	4th	Importance
2. Expedition	[94]	85	95	[101]	[88]	62	82	[607]	1st	Enjoyment
	64	[88]	93	81	71	70	71	538	3rd	Importance
3. Physical Education	77	59	68	79	83	72	46	484	5th	Enjoyment
	[89]	77	89	[84]	[95]	[93]	[79]	[606]	1st	Importance
4. First Aid	19	31	28	25	31	33	17	184	9th	Enjoyment
	35	41	33	55	38	47	24	273	7th	Importance
5. Climbing	77	86	77	86	63	69	[84]	542	3rd	Enjoyment
	79	83	[94]	83	65	69	78	551	2nd	Importance
6. Lifeboat	74	72	87	54	59	[76]	71	493	4th	Enjoyment
	61	59	67	34	56	59	63	399	6th	Importance
7. Maps	42	48	43	34	26	44	28	265	8th	Enjoyment
	44	32	40	39	37	33	33	258	9th	Importance
8. Discussions	30	46	67	32	24	32	43	272	7th	Enjoyment
	30	48	55	43	23	30	37	266	8th	Importance
9. Swimming	55	52	59	54	44	46	50	361	6th	Enjoyment
	59	78	53	58	45	53	38	404	5th	Importance
Advantages	Churchill	Drake	Duncan	Hawkins	Nasmith	Shackleton	Scott	Total for course as a whole	Rating	
10. Fitness	3	2	2	-	[5]	[6]	2	19	3rd	
11. Self-Confidence	2	[7]	4	[8]	2	2	[5]	[30]	1st	
12. Mixing	[3]	1	[5]	2	3	3	3	20	2nd	
13. Maturity	1	3	3	1	1	-	1	10	4th	

(vi) A summary of the first choices of the 7 Watches for Enjoyment and Importance is given below in terms of the first choice of each Watch in turn.

Table XLVII

WATCH	IMPORTANCE	ENJOYMENT
CHURCHILL	Physical Education	Expedition
DRAKE	Expedition	Seamanship
DUNCAN	Climbing	Seamanship
HAWKINS	Climbing	Seamanship
NASMITH	Physical Education	Expedition
SHACKLETON	Physical Education	Lifeboat
SCOTT	Physical Education	Climbing
COURSE AS A WHOLE	Physical Education	Expedition

Table XLVIII

(v) The Views of all the Students

The views of the separate Watches are integrated for both Importance and Enjoyment of the nine activities.

	IMPORTANCE		ENJOYMENT		
Activities	Aspect of Course	Order of Preference	Total Rating of all Students	Aspect of Course	Order of Preference	Total Rating of all Students
	Physical Education	1st	606	Expedition	1st	607
	Climbing	2nd	551	Seamanship	2nd	578
	Expedition	3rd	538	Climbing	3rd	542
	Seamanship	4th	477	Lifeboat	4th	493
	Swimming	5th	404	Physical Education	5th	483
	Lifeboat	6th	399	Swimming	6th	361
	First-aid	7th	273	Discussion	7th	272
	Discussion	8th	266	Maps	8th	265
	Maps	9th	258	First-aid	9th	184

(viii) There would appear to be a rough correlation between activities regarded as important by a particular watch and their resultant character change. For example, the members of both Nasmith and Shackleton Watches regarded Physical Education as of the highest importance and they also assessed their gains in Physical Education as very great; whereas Drake and Hawkins Watches regarded Climbing as of the highest importance and they also assessed their gains in Self-Confidence as very great.

(ix) The figures for the different Watches are sufficiently different for the deduction to be drawn that group reaction to the Course exists and this must mean that group self-consciousness is high. This must be regarded as educationally sound since a course that was too highly individualised would not lead to balanced personal development; and a course too highly centralised would lead either to too great an acceptance of the central authority of the course or too individual a reaction against it. By trial and error, over the years, Wardens and Instructors have discovered how to secure the best balance of individual, group and School work.

(x) The members of the course as a whole enjoyed most the Expeditions arranged for them. This is understandable because the Moray School is placed in proximity to superb Highland mountain country more ideally suited for expeditions than the country surrounding any other Outward Bound School. On the other hand the members of the Course are able to distinguish between educational value and enjoyment and give physical education the highest place for importance. This must reflect in some measure the expertise and enthusiasm of the Warden and the staff he leads and inspires.

14. Analysis of staff qualifications

Educational ideas and practices that grow and expand, whilst keeping firm a central core of fundamental beliefs, are always found to rely upon the existence of a carefully chosen staff, kept vigorous by in-service training. Criticisms of the educational ideas on which Outward Bound practices rest, have sometimes extended to the staff of Outward Bound Schools, and for this reason the Research Fellow made a brief study of the training and experience of the approximately seventy staff members of the six Schools and a percentage analysis of this is given below:-

(In 3, 4 and 5 the percentages are overlapping.)

Table XLIX

1. Personal education

Percentages whose early education was at:-

Primary and secondary grammar schools	52
" " modern schools	40
" " technical schools	4
Preparatory and Public Schools	4

Table XLX L

2. Higher education

Percentages who were educated at:-

Colleges of Education	34
Colleges of Physical Education	10
Colleges of Technology	3
Colleges of Further Education	2
Universities	16

Table LI

3. Instructor Skills recognised by Diploma or Certificate

Percentages of staff holding one or more qualifications in:-

Swimming and Life Saving	67
Mountaineering	42
First Aid	38
Sea Skills or Canoeing	27
Ski-ing	9

Table LII

4. Teaching experience

Percentages of staff with teaching experience in:-

Secondary Modern or Comprehensive Schools	22
Secondary Grammar Schools	12
Colleges of Further Education	8
Colleges of Physical Education	7
Universities	2

Table LIII

5. Experience other than or additional to teaching

Percentages of staff with experience in

One of the Services (including National Service)	44
Industry	26
Commerce	18
Nursing	2

The qualifications and experience possessed by the staff indicates a high degree of suitability for an educational task that calls for a balanced measure of experience in teaching, in the work of the world, and in pursuits involving hazard and difficulty. Their personal qualifications for work with young adolescents cannot, of course, be expressed easily in terms of certificates and percentages.

15. Margins of Error

The main method used in the follow-up study of students was the written questionnaire and this method gives results which are subject to various errors. These are

1. The students who fail to send back questionnaires may do so for reasons that make their absent contribution a serious source of error. This would be so if the main reason is laziness, for in this case their views would probably be less optimistic and less idealistic than the views of the others. If the main reason for non-returns is change of address, then this particular group may be more adventurous than the average group and hence an important group will be missing from what aims to be a representative survey. If there are several different reasons for a non-return of questionnaires the group of non-returns may approach closely to a random group and in this case the absent questionnaires do not constitute a large source of error.

The method used in this inquiry in order to estimate the degree of error, even with the high percentage of from 75% to 85% of returned questionnaires, was to use on some occasions questionnaires with students actually at the Schools, so that a 100% return was obtained in these cases, which give figures that could be used as a check.

2. Errors are introduced because questionnaires are necessarily short, so that the author of a questionnaire, by choosing his questions, may introduce a personal bias into the questionnaire results.

Three methods were used to minimise this source of error. These were (a) by constructing a questionnaire based on the views of students expressed verbally in wide ranging interviews and (b) by asking questions which were very "open-ended" in character and

(c) by leaving generous space on the questionnaire leaflet for students to answer their own questions or to express views not otherwise elicited by the questions.

3. The selection, by the author of the questionnaire, of criteria for the evaluation of a course, may not permit of its fair evaluation.

In order to reduce this source of error to a minimum the Research Fellow read some 500 written Course Impressions, on the occasion of his visits to Schools, all of which were written by students on the last day of the course and just prior to leaving the School. Each Course Impression was full and in its mixture of appreciation and criticism bore the mark of frankness. At the end of such a study it is not difficult to select the criteria upon which a course may be judged. In any case, a further refinement in the elimination of this error can be made as a result of using a pilot study and then re-framing the questions asked in the light of the kind of answers given.

4. The circumstances in which replies to questionnaires are compiled may introduce errors. Questions may not be fully understood, or may be answered in haste or with unconscious dishonesty.

The only method by which this degree of error, introduced by an impersonal, postal, survey technique, is to check the results of a questionnaire study by a series of personal interviews in which the written questionnaire is used as an 'aide-memoire' by the interviewer. This method was used with the questionnaire used for students from the Ullswater, Aberdovey and Moray Schools, in the course of sixty interviews, which represented 20% of the sample group. It was found

that this source of error could introduce an error in result of ± 4%.

5. Since there are a number of sources of error, it is theoretically possible that some of the errors, although individually small, might add up to a large total error, in respect of some aspects of the inquiry.

   This possible additive effect of multiple errors is minimised if a single type of questionnaire is used in a variety of ways, as is the case with the present inquiry, i.e. percentage figures are obtained from 10% samples, from 100% samples, from interviews, from recent students of the Schools and from students who attended courses five years ago.

6. Perhaps the most serious possibility of error in questionnaire studies arises from an analysis which expresses most results in numerical terms. Percentages and averages inevitably level out individual differences. This possibility of error could be offset by the study of a series of case-histories. A case-study approach to the research problem would be a different and revealing approach. It would have to be one that included as many as twenty case-studies if it was to contribute to an assessment of the ways in which a course influenced its members.

7. Because a research of this kind is subject to so many different sources of error, the only results to which serious attention should be paid are those which emerge from the close agreement of figures derived from five or six different methods of research.

Nevertheless, even the results which do not satisfy strict criteria of reliability may point in the direction of further research. That they are not wide of the truth was demonstrated by an incident in the closing stages of the research. The returns from sponsors had so imprinted a normal pattern on the mind of the Research Fellow that he at once detected a consistent abnormality in the returns of a particular Training Officer of a large industrial concern. So strong was this impression of abnormality that he made discreet inquiries regarding the previous history of the Training Officer in question and these revealed that he was a man with a violently emotional anti-Outward Bound attitude. The revealing incident also makes it clear that in all figures based on sponsors reports there is an error due to conscious or unconscious bias. However, biases in several directions may cancel each other out in a large sample so that this seventh source of error is probably not so important as the six already mentioned.

In spite of the many different possible sources of error in the various studies described in this Report, where figures derived from three very different types of inquiry agree closely, a high degree of reliability may be assumed, and therefore some comparative figures are given below. In the first group of figures, students were asked to give a rating to their appreciation of various aspects, or of degrees of quality, or of amount of character development. The three sets of figures are derived from A. The Devon Pilot Survey, B. The Large Group Survey, C. The Moray Persistence of Influence Study.

Table LV

Close agreement of statistics

Percentage figures for a particular survey	Survey A	Survey B	Survey C	AVERAGE
1. Feeling of physical fitness	71	71	84	75
2. Ability to face risk and difficulty	61	68	72	67
3. Help given by Instructors	68	57	54	60
4. Standard of equipment provided	71	47	66	62
5. Standard of teaching given	84	76	76	79
6. Learning of outdoor skills	69	56	62	62
7. Increase in self-confidence	93	86	78	85
8. Increase in initiative	82	74	69	75
9. Increase in maturity	86	78	78	81
The second group of figures given below represents actual percentages for the degree to which courses are followed up				
1. Continuing outdoor pursuits begun at the School	45	64	52	53
2. Joining Youth Club or Association or similar activities	27	34	34	32
3. Receiving promotion at work as a result of attending the Course	27	22	16	21
4. Influence persisting for life	81	67	78	75
5. Influence persisting for several years	15	28	16	20
6. Influence persisting for several months	4	5	6	5

In these fifteen aspects of the survey the agreements are clearly close.

V CONCLUSION

16. The Bristol Research Seminar

The Research Advisory Committee, in February 1969, began to plan the Research Seminar which it had earlier decided to hold so that the Research Fellow might submit for examination a number of papers containing the provisional results of his inquiries, in order that these could be critically examined before he began to incorporate them in his final Report to the University. A date in June was fixed for this Seminar so that most of the field work of the research should be completed but the use of its findings still undetermined. Invitations were sent out to Chairmen of Outward Bound Associations, members of the Outward Bound Trust, the Universities of Bristol and London, Local Authorities, Schools, Sponsors from Industry, Commerce, the Armed Forces, the Police, the Fire Service, the Home Office, Approved Schools, the Nationalised Industries and to national Youth Movements. Forty-five representative individuals were invited in the expectation that twenty-five would be able to come. In the event, thirty attended the Seminar and it was possible to circulate well in advance copies of the Hardcastle Report and of three research papers prepared by the Research Fellow giving provisional figures for the results of follow-up studies.

The programme of the Seminar is given in Appendix III. Discussion in the Seminar arose under the three heads of I The Hardcastle Report, II The influence of Outward Bound Courses and III New and Experimental work by Outward Bound Schools.

In Part I of the proceedings of the Seminar, the Hardcastle Report was discussed section by section and it was of value to members of the Trust to listen to the first public discussion of this Report since its publication. Constructive suggestions were put forward for consideration

by the Trustees in relation particularly to(i) the briefing and de-briefing of students,(ii) the follow-up by sponsors of work begun at the Schools, (iii) the value of Warden's Reports on students and the way in which these confidential reports to sponsors were actually used or might be more profitably used,(iv) the value of the Courses in training both potential leaders and 'discriminating followers', (v) in the possible use of local experts as part-time Instructors at Schools, (vi) in the work and career prospects of full-time Instructors at the Schools, (vii) on the length of Standard Courses in relation to the special difficulties of apprentices in Further Education, and to rising costs of Courses, (viii) on the ways by which the publicity and public relations work of the Trust might be extended, and (ix) on co-operation between the Outward Bound Trust, the Central Council of the Industrial Training Boards and the National Youth Organisations of Great Britain.

In Part II of the proceedings of the Seminar, some of the material now given in Sections III and IV of this Report was given a critical review and the subsequent discussion was of great value to the Research Fellow, leading as it did, to the selection, rejection, emphasis and renewed analysis of aspects of all the Follow-up Studies before these were given final form in the Report.

In Part III of the proceedings of the Seminar, many of the new experiments at present proceeding in the Schools were described by those who knew them at first hand, including, in particular an account of the three courses of the City Challenge type which had been held at Leeds in 1967 and 1968 and at Batley in 1969. The membership of the Seminar included five of those who had been responsible for the organisation and follow-up of courses of the City Challenge type, so that this discussion was useful to them, to sponsors considering whether to send students to Standard

Courses or to courses of a new kind and also to the officers of the Trust.

The Seminar concluded with a survey of the work of the overseas Outward Bound Schools, in particular of the Sea School at Weissenhaus on the Baltic, the Mountain Schools at Berchtesgaden in Germany and Baad in Austria, and the work of The British Council and the Trust jointly to organise an exchange of German and English boys between their Schools. The work of the British Schools in training staff for these overseas schools was described, as well as the assistance given to those concerned with the Duke of Edinburgh's Award Scheme. The survey of the multi-racial British Commonwealth Schools included a firsthand account of the work of the School in Zambia. Finally a member of the Seminar who knew the Schools in the U.S.A. described the work of the Minnesota School in its setting of lakes, of the Sea School on Hurricane Island which staffs a twenty-four hour sea-rescue service and of the Schools in Oregon and North Carolina.

An informal record of the proceedings of the Seminar was kept and given a limited circulation to those who might be concerned to implement some of its constructive suggestions.

17. The Main Research Findings

By way of conclusion it may be useful to select a limited number of results of the field work described in this Report, which a convergency of figures supports.

1. Sponsors' Objectives in sending students

The main objective in the minds of sponsors in sending students to Outward Bound Courses is the improvement of the individual as an individual, in both character and general maturity.

80% of sponsors give these two aims as their highest priority. Subsidiary aims are:-

(a) the ability to work with people of all types and

(b) the development of qualities of leadership or qualities that will enable students to be given greater responsibilities in their work.

46% of sponsors give (a) as their main aim and

30% of sponsors give (b) as their main aim.

This finding indicates the need for a more detailed study of the system of 'sponsorship' as a way of recruiting students.

2. Estimates of the success of courses by sponsors and students

50% of sponsors considered that the courses were highly successful

48.5% considered that the courses were successful

1.5% considered that the courses were a failure.

These figures are less enthusiastic than the estimates of students, using as a criterion their eagerness to accept an invitation to a second or refresher course. The students' figures are

87% of students considered that the courses were highly successful

11.6% of students considered that the courses were successful

1.4% of students considered that the courses were a failure.

A further case-study of the small group of failures in courses might reveal information helpful to Wardens of Schools and to the Outward Bound Trust.

3. Influence of courses on character development

Sponsors and students alike agree that the courses produce character development of a kind that can be mainly analysed under the headings of (i) increased self-confidence (ii) greater maturity and (iii) greater awareness of the needs of others and greater ability to mix well.

(i) 86% of students believed they had increased in self-confidence during the course and 70% of sponsors reported their observation of this change.

(ii) 78% of students believed they had increased in general maturity and 73% of sponsors reported their observation of this change.

(iii) 64% of students believed they had become more aware of the needs of others or improved their ability to mix well, whilst 43% of sponsors reported their observation of this change.

The character development in the case of students sponsored by the Home Office was as marked as with the normal student. A particular and detailed study of the value of the courses to juvenile delinquents might be very illuminating.

4. Promotion at work

As a more obvious test of the value of a Course, sponsors reported that 19% of students had received promotion as a result of attending courses whilst the figure reported by students for promotion as a result of attending courses was 22%. The slightly more optimistic students' figure in this case may be due to a difference between sponsors and students in estimating the influence of the course in securing promotion. Sponsors may well believe that in some cases promotion has been due to their own training courses rather than to an Outward Bound Course. The true figure is probably about 20% of students who are helped to secure promotion at work as a result of attending an Outward Bound Course. This figure must be taken side by side with the figure of 58% of students who accepted an invitation to attend a course eagerly and hence are a self-selected, keen group, for whom promotion might be expected.

A further study of the relationship of Outward Bound courses to normal industrial training might be undertaken by a single industrial firm over a three-year period.

5. The persistence of influence of courses

One of the surprising results of the inquiry is the firm belief of sponsors and students alike that the influence of a single Outward Bound Course is very persistent. 55% of sponsors believe that the influence is for life, 38% that it lasts for several years and only 7% that the influence is short-lived. The percentages for students are even higher and here again the students are more sanguine than their sponsors.

The students estimates of persistence of influence does not vary much between the best and the worst students although the worst students are much more critical of their courses than the best. In this high estimate of persistence of influence there is no significant difference between the figures for students from different backgrounds or of different ages and histories.

In this study of persistence of influence the study made at the Moray School was extended over five years of courses and so makes the estimates much less a matter of guesswork and much more a matter of experience. If we compare the views of students who have just finished a course, and so are guessing what its influence may be, with those of students who look back over a period of five years we have:-

Table LVI

Course influence as estimated by students in a five year interval

Percentage estimating duration of influence

Influence	For students in 1968/9 courses	For students in 1964/5 courses
For life	72	64
Several years	23	32
Several months	5	4

6. Attendance at Second or Extension Courses

A useful check on otner figures in the inquiry is the answer to the question about willingness to attend a second or Extension Course. The figure of 87% for students who would accept an invitation is very high but consistent with other figures. The figure of 39% for the proportion of sponsors who would finance students for an Extension Course is also high. This evidence clearly supports the need for the provision of more courses of the Extension type for past students and some of these might well be of the City Challenge variety, at any rate for an experimental period.

7. Estimates of the Quality of Courses

Of the various aspects of an Outward Bound Course that were investigated the aspect that received the highest rating in all forms of inquiry was that of the quality of the teaching provided. This must be a most encouraging result for Wardens and Staffs of Schools. At the other end of the scale the evidence all points to the need to reconsider and re-integrate the intellectual and cultural aspects of courses with the work and aims of the total course.

8. Estimates of Value of different aspects of courses to the Individual

Students clearly appreciated the difference between the quality of some aspect of the course and the value to them personally of a single aspect. The interesting fact that emerged from the inquiry into various aspects of a course was that seven of the ten aspects selected always received similarly high ratings by all inquiries at all schools. There is clearly room for differences

of opinion on religion and on smoking and drinking but all students of all six of the Schools agreed very closely in appreciation of the following seven advantages of a Course (i) Improvement in physical fitness (ii) The overcoming of hazards and difficulties (iii) Learning outdoor skills (iv) Team activities (v) Mixing with others and learning tolerance (vi) Rescue work and Community service activities (vii) Appreciation of the beauty of the countryside.

9. Follow-up of activities begun on a Course, after leaving

Between 60% and 70% of students reported that after leaving an Outward Bound Course they had continued to practice one or more of the outdoor skills learnt particularly in walking and canoeing, and the same high proportion spoke of the enrichment of leisure time activities that had resulted.

The percentage of approximately 30% who subsequently reported that they had found their way into voluntary or statutory Youth work will be regarded as a very encouraging sign by the devoted workers in this field, who often gravely lack part-time leaders.

The percentage of students who subsequently found their way into rescue work or community service work varied from 14% to 42% in different inquiries and on the average this figure is lower than for the entry into Youth Service work. This is perhaps not surprising since Community service work that is sustained in character calls for considerable maturity of outlook.

This follow-up study was lacking in detail and indicates the need for a further, much more detailed study.

10. A shortened Standard Course and other Experimental Courses

Approximately 80% of past students are firmly against any shortening of the period of a Standard Course and in this they agree with the views of the Wardens. Experiments in this direction, therefore, if undertaken, should be, at first, few and limited in scope.

There is also a good deal of caution, although in this case doubtless combined with conservatism, in the views alike of students and sponsors about anything more than a modest expansion of mixed courses for men and women. Students are more favourable to the idea than sponsors, perhaps because they are younger, but a majority of both are opposed to the idea.

Although courses of the City Challenge type are in many ways a radical departure from Outward Bound tradition they are supported in principle by about 40% of students and 50% of sponsors.

Sponsors and students alike are strongly attracted by the idea of courses in Europe of the 'Luxembourg' type. Unfortunately these are expensive to run, but Ullswater School, which ran the first course of this kind, found in January, 1969, that 42 out of 65 sponsors approached were willing to find the fees for students.

The new courses for Executives or Sponsors who are or who may be involved in the sending or follow-up of students sponsored to Standard Courses also received strong support from sponsors and clearly have great potential value so far as follow-up work is concerned. If a research on the lines briefly indicated under paragraph 4 above were undertaken by a group of Training Officers in a large firm, they should at some point, all attend an Executive Course.

18. Further research

The research recorded in this Report was necessarily limited in scope and dealt only with the most obvious and general issues. It was, however, long enough to indicate several directions in which further research could be most profitably pursued. These, briefly, are as follows:

1. The investigation in much greater detail of the way in which Outward Bound activities begun on a course are followed up, after leaving, particularly in the three directions

(a) the numbers joining various different types of Youth Service activities

(b) the particular ways in which ex-students have found their leisure enriched

(c) the numbers engaging subsequently in different types of Community Service activity.

2. A control group study of the influence of Outward Bound Courses on its students is in principle the most valid but it is difficult to organise. Miss B. Strutt's research with girls suffered from two main disadvantages:-

(a) It depended too much on the use of a single psychological test of personality.

(b) It necessarily had to rely on the co-operation of a large and scattered group of sponsors who were not themselves involved deeply in the research.

A control group study by a firm such as W.D. & H.O. Wills of Bristol or by the Police Service would avoid both of these disadvantages. It could begin with a study of the history of ex-Outward Bound students still in employment and go on to a two or three year study of an existing group and carefully matched control groups of employees attending other outdoor centres, or no courses at all.

3. Not enough research work has been done by medical authorities or professional workers in physical education on the physical capacity and endurance of young people in the 14 - 20 age range. Each Outward Bound School has its Medical Officer who carries out physical examinations of students at the beginning and end of their courses. There exists in the records of the School an accumulation of data which has not been studied, checked and evaluated. The experiences at the Rhowniar School with courses for women or mixed groups of men and women could be used to make a comparative

study using medical records. Other Schools might add different kinds of evidence so that the results of a medical study of this kind would benefit not only the Trust but all bodies concerned with the health and welfare of the adolescent.

4. A study of all new and experimental courses at the Schools would be a useful piece of work if done over the next two years. Where the Trust has asked particular Schools to undertake experimental courses, these might nominate a member of staff - or invite the nearest Institute of Education to nominate a member of its own staff - to make an objective study of such courses. The courses that obviously suggest themselves are Extension Courses, Executives Courses, Mixed Courses for men and women and such special courses as those for Probation Officers held jointly with young people on probation. There are also a number of variations within the standard course that call for observed experiment, especially in the administration of Training Conditions, and in the integration of the physical and mental aspects of School curricula.

A research on the relative values of Outward Bound Courses of the Standard Type and of the City Challenge type should not be begun until the form of the City Challenge course has settled down into a pattern that will not very greatly change thereafter. The courses now being planned demand such a high degree of co-operation between Outward Bound personnel and Local Authority, Youth and Welfare officers that their study might well be financed by the Department of Education and Science or a body such as the Social Science Research Council. In the meantime a case can be made for assisting financially a course that might well combine some of the virtues of an Extension Course with some of those already seen to follow from a City Challenge course. It has been seen that the virtues of a City Challenge course are realised only when students and staff alike are competent as members of seminars, are able to recognise, attack and follow up urban problems as groups and

not as individuals. The proposal for a new type of City Challenge Course has been put forward by an observer at one of them, the Associate Director of the American Outward Bound School at Colorado. In an article on urban courses he writes "shorten the period of time spent in the city but intensify the involvement. Make the experiences real and undeniable. Ensure that the students are participants not observers. Let them know the people they are working with in as much depth as possible. If the period in the city were shortened then it would be possible to spend the first week in a natural setting where the emphasis could be on group problem solving, self-awareness, solidarity within the group, opening up channels of communication and establishing relationships. Basically giving the student an opportunity to focus on himself and on a small group. Follow this week with a two-week city involvement. It would seem to be essential to have another week back in the natural setting as a retreat where the students could analyse the course, their own reactions, personal growth, and relationships with others without the distractions of the city." None of the existing Outward Bound Schools are placed near enough to a large city to enable them to act as centres for this type of course. If finance were available for the experiment, a house such as Woolley Hall, the Adult Education College of the West Riding Authority situated close to large towns like Leeds, Barnsley and Huddersfield might be secured for the period of the experiment.

The second area of development in research related to new and experimental courses might well be that of a study of the possibility of expanding the present work of Outward Bound Schools for boys and girls who have been committed to Approved Schools or Borstals. In the course of my own interviews with such past members of Courses and in the reading of their reports and the reports of their sponsors I did not come across a single case of failure to benefit. Such cases may have slipped through the net of a random selection of students but, if so, there must be set against this the evidence of the study of the Home Office sponsored students investigated in the pilot follow-up study at the Devon School and mentioned earlier in this Report.

The clear and obvious advantages of a period of residential education for a small group of juvenile delinquents, who work side by side with a much larger group of non-delinquent adolescents, as against a period of training in an institution where all the trainees are delinquents, are that the possibility of a fresh start, with past delinquencies forgotten, in the company of a large group of happy normal adolescents of the same age, makes it much more likely for a remedial process to start. The friendly family atmosphere, absence of rules, and natural discipline of adventure-training of an Outward Bound School can all begin to work against the general normal delinquent past history of conflict with the family, conflict with all normal forms of institutional authority and often serious psychological withdrawal symptoms or worse.

The present practice of including only 2 or 3% of members of a Course from those sponsored by the Home Office has been found to be a wise percentage to take. An experiment might, however, be tried to increase this percentage up to say 6 or 8%, at a single School at first, and then to review the results of the experiment.

Another and more direct form of experimentation in this remedial field might grow out of the first experimental course to be held at an Outward Bound School for a group of boys discharged from a delinquent institution or put under probationary care in the hope that committal to an institution may be avoided, and also, in the same course, working side by side with them, for a group of Probation Officers.

A course of exactly this kind has just been concluded at the Moray School as a result of the initiative of the Warden, who describes the aim of the Course in the following words:

"In both Approved School and Borstal entries there is often a pattern of delinquency or serious conflict within the family group. Both these factors contribute strongly in bringing the boy into conflict with authority and 'normal' society. The boy has often suffered, through uninterested parents or, possibly, through the loss of one, or both of them, misunderstanding, insecurity, inadequate schooling or, and this is a trend I see as increasing, he has been put into "care" at an early age and has become strongly institutionalised.

"If any real changes are to be brought about in the attitude of these young lads it is vital that their environment is changed..... All too often in these environments the young delinquent is required to conform to a 'new' environment and in a group made to adopt institutional behaviour.

"This then is point one in the reason for my wishing to experiment by having these groups in an Outward Bound setting. My second lies in the problems confronting probation officers who are charged with caring for or guiding those who have been discharged from a delinquent institution and those who have been given a probation order in the hope that commitment to an institution can be avoided..... I have felt for a long time that it would be useful to get the officers and their charges together, in our type of environment, for a period. I felt that by working together a greater 'rapport' could be developed and that the officer would gain, in the more informal and relaxed Outward Bound situation, a deeper understanding of a lad's personality traits and problems".

There is a need for several more courses of this type to be mounted before any firm conclusions can be drawn but such experimental work might in the end bring large rewards.

If research of this kind is developed in Great Britain it should be linked with similar researches that have been begun in the U.S.A. There, in 1966, Outward Bound Incorporated, the central directing Body of U.S. Outward Bound Schools, in co-operation with the Massachusetts Youth Service Board and with the help of Federal funds, began a follow-up study of approximately forty juvenile delinquents who were sent to Outward Bound Schools each summer. The second experiment, also initiated by Outward Bound Inc, but this time in co-operation with the British Columbia Corrections Branch, was a study of the influence of an Outward Bound Course at Lakeview Forest Camp on Vancouver Island conducted for 200 juvenile delinquents with two or more years of prison sentence on their records. The first two-year evaluation of this project shows that 68.4% of those who completed the course and had been discharged for a year or more did not return to jail compared with 44% for a comparable control group. Research begun in England might be linked with this very valuable research in America.

Conclusion

It needs to be reiterated, by way of conclusion, that this Report does not attempt to be more than the description of a follow-up study. No attempt has been made to evaluate the educational process that lies behind it. It is simply a study of what students and their sponsors think are some of the results of that educational process. As far as possible the Research Fellow tried to make it an objective study, giving,

not his own views, but allowing the students and sponsors of Outward Bound Schools to give theirs. It is hoped to present some of the more subjective judgments, that it was diffucult to set aside as the investigation proceeded, in a separate publication.

B.O. Fletcher

RESEARCH FELLOW.

APPENDICES

APPENDIX I

Questionnaire to sponsors of students at Outward Bound School

UNIVERSITY OF BRISTOL, SCHOOL OF EDUCATION

Research Unit, Outward Bound Courses Survey

For office use

Inquiry regarding Mr. . . . . .

of . . . . . .

who attended at the Devon Outward Bound School in 1968.

1.What objective did you have in mind in sending him on a Course?

. . . . .

2.Were you able to give him a briefing that was

(a) Very full	a	
or (b) Adequate	b	
or (c) Slight	c	

3.Are you satisfied that the Course was

(a) Very successful	a	
or (b) Adequate	b	
or (c) Unsatisfactory	c	

4.Since he returned from the course has he

		Yes	No
(a) Left your employment	a		
(b) Been promoted	b		
(c) Been demoted	c		
(d) Been given new responsibilities	d		
(e) Is likely to be promoted	e		

5.Since he returned has he given evidence of its influence in any of the ways listed below:-

		Better	Unchanged	Worse
(a) In self-confidence he is	a			
(b) In ability to work with others he is	b			
(c) In sense of responsibility he is	c			
(d) In general maturity he is	d			

6.If this man were invited to attend a two weeks Senior or Refresher Course within the next three years, would you sponsor his attendance?

Yes	
No	

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7. Would you like to see some changes in Outward Bound Courses, for example by the provision of

		yes	no
(a) Mixed courses for men and women	a		
(b) Courses of shorter duration, i.e. 2 weeks	b		
(c) Courses held in a country in Europe	c		
(d) Courses held in an industrial city so that the challenges of social problems are added to those of mountain, sea and river	d		

8. In the light of your general experience of a number of sponsored students would you consider that their influence in most cases lasts for

(a) A few months	a	
or (b) A year	b	
or (c) Three years approximately	c	
or (d) For ever	d	

9. Please write below, if you wish, any further comments on Outward Bound Courses.

Appendix II

Questionnaire to students at three Outward Bound Schools

OUTWARD BOUND COURSES SURVEY

For office use

SECTION I. Biographical Data

Name: _____

Address: _____

_____

Age: _____

Present employment: _____

Employer's address: _____

_____

Married or single (please cross out if incorrect)

What was your age when you left school _____ years.

Please answer the questions below by placing a ✓ in the space given

Before going on the course had you done any of the following?

		A good deal	Some	None
(a) Climbing	a			
(b) Camping	b			
(c) Fell walking or hiking	c			
(d) Sailing	d			
(e) Canoeing	e			
(f) Athletics	f			
(g) Riding	g			

Before you went on the Outward Bound Course were you

		Yes	No
(a) Invited and accepted eagerly	a		
or (b) Asked to go and agreed	b		
or (c) Pressed to go and agreed reluctantly	c		

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SECTION II. The Outward Bound Course

Please give your views of the ten aspects of the course listed below by placing a ✓ in the column which gives your estimate of its value to you.

		Very great	Adequate
(a) the training conditions imposed	a		
(b) the development of physical fitness	b		
(c) challenges and hazards overcome	c		
(d) new skills learnt or old ones improved	d		
(e) taking part in team activities	e		
(f) mixing with all sorts and kinds of companions	f		
(g) rescue and service to the community	g		
(h) help given by Instructors and staff	h		
(j) enjoyment of the country-side	j		
(k) mental development by,e.g. projects and discussions	k		

SECTION III. Quality of the Course

Please give your estimate of the quality of the following aspects of the Course

		Excel-lent	Ade-quate	Poor
(a) the equipment of the school	a			
(b) the instruction and teaching	b			
(c) the choice of outdoor activities	c			
(d) the choice of indoor activities	d			
(e) the short religious services	e			

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SECTION IV. End of Course

Please give your views of the influence of the course by its end in the following ways

		Increased	Unchanged
(a) Self-confidence was	a		
(b) Initiative was	b		
(c) Ability to work with others was	c		
(d) General maturity was	d		

SECTION V. Follow-up of the Course

Since the course and as a result of it have you

		Yes	No
(a) Followed up any of the outdoor activities	a		
(b) Joined any new clubs or organisations	b		
(c) Assisted in any community service	c		
(d) Enriched your leisure time activities	d		
(e) Obtained a better job or been promoted	e		

How far do you think the course will influence you in the future, i.e. will it be likely to be of influence

(a) for a few weeks only	a	
or (b) for several years	b	
or (c) for life	c	

If you were invited to attend a senior or refresher course in the next three year period would you

(a) Accept the invitation with pleasure	a	
or (b) Have doubts about accepting	b	
or (c) Definitely refuse an invitation	c	

For office use

SECTION VI. New developments

Please write below, if you wish, anything not covered by the questions above, which might assist the development of Outward Bound Courses in the future.

For example, would you favour the development of		Yes	No
(a) Mixed courses for men and women	a		
(b) Courses of shorter duration, say of 2 weeks	b		
(c) Courses held in a country in Europe	c		
(d) Courses held in an industrial city in which the challenge of social problems are added to the challenges of mountain, sea and river	d		

(e) Some other new type of course such as:-

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(f) Any further suggestions:-

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APPENDIX III

UNIVERSITY OF BRISTOL
SCHOOL OF EDUCATION

OUTWARD BOUND RESEARCH CONFERENCE

RODNEY LODGE, BRISTOL, JUNE 20-22nd 1969

P R O G R A M M E

FRIDAY, JUNE 20th

From 5.00 p.m.	Conference members arrive
6.15 p.m.	Preliminary assembly in the Common Room and General Notices
6.45 p.m.	Dinner
8.00 p.m.	Chairman's Opening Address - Mr. J.B. Steadman
8.30 p.m.	The Hardcastle Report on the Outward Bound Schools (copy enclosed, Paper A)
	Opening Statements by:-
	Mr. M. Hardcastle, Member of the Outward Bound Council and Management Committee
	Commander H.E.B. Jenkinson, R.N., Secretary & Executive Director, Outward Bound Trust

SATURDAY, JUNE 21st

8.15 a.m.	Breakfast
9.15 a.m.	General Discussion on the Hardcastle Report
10.45 a.m.	Coffee
11.15 a.m.	Follow-up study of students attending Outward Bound Courses.
	Opening Statement by Professor B.A. Fletcher, Research Fellow, University of Bristol (Papers B.C.D.E.)
1.00 p.m.	Lunch
	Afternoon is free but any members who wish informal small group meetings may arrange them during this time.
4.00 p.m.	Tea
5.00 p.m.	General Discussion on the influence on young people of Outward Bound Courses.
	Opened by Supt. Pauline Wren, Staff Officer to H.M. Assistant Inspector of Constabulary
	Mr.D.T.Quilter, Barclays Bank Ltd., Member of Outward Bound Council & Management Committee
	Mr.D.M.Wright, Personnel Manager,Guest,Keen & Nettlefolds Ltd.
6.30 p.m.	Dinner
7.45 p.m.	New Developments in Outward Bound Courses. Opening statements on
	(a) New and experimental Courses. Mr. T. Price, Inspector, West Riding L.E.A.
	(b) The City Challenge Courses. Mr. J.Hogan, Chief Inspector, West Riding L.E.A.

SUNDAY, JUNE 22nd

8.30 a.m.	Breakfast
9.15 a.m.	General Discussion of New Developments in Outward Bound Courses
10.45 a.m.	Coffee
11.15 a.m.	Outward Bound Schools and Policy for the 1970's
1.00 p.m.	Lunch

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